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ABSTRACT

This alcohol curriculum guide was designed to assist school personnel to more effectively combat the alcohol problem through education as a primary prevention vehicle. "Practice experiences" comprise the most important components of the elementary health education curriculum for decision making. There are units with separate sections at each grade level which identify the topics and the objectives, and list the suggested learning experiences. These sections serve as guidelines to school districts in developing their own programs designed to meet their own special interests and needs. At the K-3 level topics include health habits, body care, chemical and nutritional values of food. At grade levels 4-6, topics focus of the nature of alcohol, factors influencing its use, alcohol effects, responsibility and treatment. Also included are topic outlines for the two levels. (BN)

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ALCOHOL EDUCATION

CURRICULUM GUIDE

FOR

GRADES K–6

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE STATE EDUCATION DEPARTMENT
Albany 12234

Bureau of Drug Education
1976

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FOREWORD

The abuse of alcohol has only recently been recognized as a major contributor to many physical, psychological and sociological health problems even though it has been a serious issue in our society for generations. At the present time there are an estimated 10 million alcoholics in the U.S., as well as millions of others who abuse alcohol to the extent that it interferes with their ability to function. A review of alcoholic statistics indicates that the use of alcohol is a factor in many crimes and injuries - 50% of fatal automobile accidents, 30% of suicides, 40% of snowmobile accidents, 53% of fire deaths, 64% of homicides, 45% of drownings, 56% of fights and assaults in the home, and 71% of accidental poisonings to mention a few. Can our society be spared a substantial portion of this pain and suffering? The Board of Regents and the staff of the State Education Department believe it can. In an attempt to do so the Department has developed new alcohol education guides -- one each for grades K-6, 7-12, and adult alcohol education.

These new alcohol curriculum guides and teachers' manuals have been designed and prepared to assist school personnel to more effectively combat the alcohol problem through education as a primary prevention vehicle. These materials and approaches will become more meaningful through cooperation with the resources of various community health-related agencies.

The educational approach should not be didactic but should be student-centered with each learner being actively involved in the learning process. Such an approach considers the need for individuals to be involved in planning the educational experiences that will effect their respective lives. While there is no simplistic answer to the complex problems of alcohol abuse and alcoholism, emphasis on individual decision making about the use of alcohol holds the greatest promise for alleviating the problem. Over the long run, it is more effective and efficient to prepare an individual to cope with drinking before it becomes a problem than to remedy its destructive effects after they have occurred. It is reasonable to conclude that the cost of developing individual decision-making skills will be more economical than the development of treatment programs in an attempt to restore the health of the alcoholic.

These guides were developed with a recognition of the need for programs which focus on information and attitudes about the use of alcohol resulting in responsible drinking practices. Information <u>alone</u> is not enough, but it does play an essential part in decision making. The

development of attitudes and the identification of "behavior norms" play a major part in making responsible decisions. The following represents a few of the behaviors which will promote these responsible decisions:

...respecting an individual's decision about alcohol - either to abstain or to drink responsibly;

...recognizing that drunkenness is neither healthy nor safe;

...understanding one's own reasons for making a decision about the use of alcohol;

...recognizing the health and safety and fun of all by avoiding intoxication and helping others to do the same;

...choosing to avoid the use of alcohol as a way of dealing with one's problems;

...recognizing that social acceptability does not require drinking;

...recognizing and understanding that alcohol is a drug;

...avoidingriding with drivers who are under the influence of alcohol and discouraging them from driving;

...recognizing that one's attitude and behavior affects and influences others, especially children.

In the curricula, a serious attempt has been made to interrelate the efforts of other governmental and voluntary organizations to those of the schools. In so doing, education becomes a product of a cooperative effort which involves the school, family, industry, religion, as well as other voluntary and governmental health agencies. The schools can and must conduct an alcohol abuse and alcoholism primary prevention program, not only because it is required by state statute (Chapter 674, 1970) but also because they have the responsibility to contribute to a more stable and productive life for each of their students.

As important as these guides may be, the teacher is the most important factor in the success of an educational program. Although a teacher's guide is provided, the program emphasis on a student-centered approach and cooperation with numerous governmental and voluntary organizations may require in addition the need for a teacher training program. Since this is a new curriculum, at least a minimal orientation for teachers is suggested. School administrators are encouraged to arrange regional programs for this purpose.

The staff of the Bureau of Drug Education is available to assist in organizing and conducting such programs. For more information, call (518) 474-1492.

PREFACE

ALCOHOL EDUCATION CURRICULUM GUIDE - GRADES K THROUGH 6

Alcohol is today's leading drug abuse problem. Much interest and study have been devoted to education about alcohol as indicated by the number of publications put out by the federal, state, and local governments.

This Alcohol Education Curriculum Guide, K - 6 has been developed with full consideration given to the desirability of individual school districts developing and implementing programs which closely approximate the needs of the district's children and reflect the adult community's concerns.

Living in a culture which has institutionalized alcohol biases so much in favor of alcohol use, community citizens and educators have determined that a primary goal of alcohol education is to teach children and youth decision-making skills which contribute to the development of adults who will be "responsible" for their drinking behaviors.

Self-concept development and a general sense of personal worth, as well as an ability to demonstrate basic decision-making skills, are prerequisites to being able to handle complex cognitive areas. The K - 3 health education experience ought to prepare the child for personally evaluating the cognition which will ultimately be involved with his or her relative abilility to make decisions surrounding his or her use of alcohol. The 4 - 6 level tends to continue an emphasis upon the affective domain, but cognition becomes more dominant than in the K - 3 level.

If children are to be led in a direction which allows them to make responsible decisions about what role alcohol will play in their lives, the most important component of the elementary health education curriculum, especially the K - 3 level, must be "practice experiences" in decision-making. It is quite probable, then, that the most important kind of "alcohol education" may take place without ever mentioning the term "alcohol."

Community attitudes about the acceptable use of beverage alcohol to enhance a social situation tend to be attitudes of almost universal acceptance. However, when to introduce alcohol education, what to include in alcohol education, how to teach alcohol education, and who will teach about alcohol seldom generate agreement. It is important that persons who are involved in the development and implementation of alcohol education programs in a school district are aware of both the needs of the children being served and the disposition of the community towards alcohol education.

The Alcohol Education Curriculum Guide, Grades K - 6 in hand has been developed with the above thoughts and concerns in mind. The Topics, Objectives, and Suggested Learning Experiences are guidelines for school districts to develop their own programs designed to meet their own special interests and needs. More specifically, the Guide has been developed to assist elementary teachers to meet the alcohol education needs of their own unique educational environments.

This Curriculum Guide plus the accompanying Teacher's Handbook are intended as a resource for educators throughout the state. Because the needs of students as well as the nature of the alcohol problem will vary from community to community, each district must make its own decisions concerning the implementation of this program.

Decisions concerning use of resource people, placement of curricula in subject areas at grade levels, in-service training for participating teachers, and use of numerous types of media are essential in the early stages of planning. Parental education and communication are integral parts of this program. Parents should feel secure and informed about the material their children are receiving. The success of any kind of education program hinges upon the acceptance by people in the community. Consequently, effort should be made to keep the community informed and to use all appropriate community resources.

Administrative personnel should assume creative leadership and stress the importance of a well-planned and well-accepted program. Under the leadership of the health coordinator, students and parents should become involved in the planning, as may local physicians, clergy, pharmacists, law enforcement and rehabilitation personnel.

Just as there is considerable conflicting information about the alcohol problem, there are many varying ideas and attitudes about the roles of educators in dealing with the problem and the many motivations for the use of alcohol. It is apparent that satisfied, self-directed, happy young people who experience success in their interpersonal relationships are less likely to experiment with or develop problems with alcohol use.

ACKNOWLEDGEMENTS

Grateful recognition is given to the New York State Department of Mental Hygiene, Division of Alcoholism, and the many school administrators, teachers and specialists who will help to evaluate this material. Their generous cooperation in the development of this publication exemplifies the concern we all share in solving one of today's more complex problems, the abuse of alcohol in our society.

Grateful appreciation is extended to the Alabama Department of Education for use of some learning activities given in Ideas, A Drug Education Resource Guide.

Special recognition is extended to the Alcohol Education Research and Writing Committee: Mr. Anthony G. Lento - Chairman of the Committee, Associate Professor of Education and Drug Education Coordinator, State University of New York at Albany; Mr. Donald R. Covell, Drug and Health Coordinator, Scotia-Glenville Central School; Mr. Edward D. Griesemer, Middle School Teacher, Schenectady City Schools; and Miss Nancy Malinowski, Program Assistant, Social Studies Teacher, Shenendehowa School System.

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These materials were developed through a grant from the State University of New York, the State Education Department, the Division of Health and Drug Education Services. The overall supervision of research, writing and compilation was under Anthony J. DiBenedetto, Chief of the Bureau of Drug Education. Albert E. Bedworth, Associate in Health Education, the Bureau of Health Education, provided valuable consultation with the writing team and was the liaison person from the Division of Health and Drug Education Services.

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ALCOHOL EDUCATION

CURRICULUM GUIDE

AN EXPERIMENTAL UNIT

FOR GRADES K - 6

INTRODUCTION TO ALCOHOL EDUCATION

(Kindergarten through sixth grade)

This curriculum guide is one of a series of three units. Included in this alcohol education series are a curriculum guide and teacher's guide for grades K through 6, curriculum guide and teacher's guide for grades 7 through 12, and one unit for adult education which includes both the curriculum guide and suggestions for implementation by the teacher.

Each unit attempts to build on the previous unit; therefore, the following topics (except for grades K - 3) are basic throughout the three units. They are:

TOPIC I - THE NATURE OF ALCOHOL.

TOPIC II - MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

TOPIC III - ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

TOPIC IV - RESPONSIBILITY FOR THE CONTROL OF THE USE OF BEVERAGE ALCOHOL RESTS WITH SOCIETY.

TOPIC V - THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

GENERAL OBJECTIVES FOR ELEMENTARY STUDENTS:

In the area of alcohol education, it is important that by the time a student moves on to secondary education in New York State he or she has achieved the following objectives:

1. Compare the attitudes and habits related to the proper use of chemicals.

2. Distinguish between sources and people that can or cannot provide reliable alcohol information.

3. Recognize the danger involved in the improper use of common household substances.

4. Identify foods and beverages which the body needs to stay healthy.

5. Identify foods and beverages which are not necessary for a healthy body and those that may be harmful to the individual.

6. Acknowledge and respect the fact that alcoholic beverages should not be experimented with except under very special circumstances with adult guidance.

7. Identify alcohol as a substance used by people to modify body functioning, feeling, and behavior.

8. Recognize that alcohol is used by some people for dietary, ceremonial, and social reasons, by other people because of its ability to alter feelings and perceptions, and not at all by some people.

9. Differentiate between the wise and unwise uses of alcohol.

10. Recognize reasons why people use and abuse alcohol, some of which are valid, others of which are emotional in nature, and some of which are related to carelessness and ignorance.

11. Acknowledge and respect the fact that alcoholism is a major health problem of adults and a major social problem of our city, state, country, and the world.

12. Acknowledge and respect the fact that laws about alcohol production, distribution and use are enacted to protect the individual and society and to generate monies for the government.

INSTRUCTION AT THE ELEMENTARY LEVEL

Alcohol education at the elementary level is an important step toward alcohol abuse prevention.

One of the major goals of teaching is to reinforce self-directedness. Instruction about drinking should be planned and conducted to give the student an opportunity to make an intelligent decision concerning alcohol and its use. To do otherwise could be futile since any real behavior relative to drinking will be decided and carried out independently of the school setting. Teachers are being challenged to educate for personal decision making.

This age level tends to experiment. While experimentation may be primarily with detergents, cigarettes, and other common household chemicals, some may experiment with drinking. In some homes youngsters will be given their first taste of beverage alcohol as part of a meal, religious function or other family affair; others will simply take it upon themselves to sample various beverages.

Lacking sound judgment and having limited experience to draw upon, children of this age group may make some poor choices of behavior. If parents fail at the job of helping their children to make sound decisions, then teachers should be able to recognize and seize upon the "teachable moment." At the early elementary level youngsters are still basically asking "Why?" to most situations, whereas at the later elementary levels youngsters are attempting to answer their own "Whys?" through affirmative action.

ALCOHOL EDUCATION

EARLY ELEMENTARY YEARS

K THROUGH 3

EARLY ELEMENTARY YEARS

Grades K - 3 are important formative years; therefore, it is imperative that students in this age bracket be given a foundation on which to build for the later years. Alcohol per se need not be directly mentioned in teaching alcohol education. What is important, however, is the youngster's ability to think of his or her body with some degree of respect. His or her health now and later in life are important to him/herself, family, the community, and society in general.

At the early elementary grades, youngsters should be taught good health habits that are related to chemicals. They should have an understanding of the importance of good care of their bodies at this early age and how a healthy attitude and good habits they adopt now may pay dividends later in life in the form of a good, long, healthy life. They must also be aware of the need to discriminate in their use of the many medicines available to help prevent illnesses and to help cure certain illnesses. Students at this age level seem to gravitate towards many foods and beverages that lack any real nutritive value. These foods and beverages should be put into proper perspective with foods that have obvious nutritional value.

With the above areas forming a firm foundation, a teacher at the higher elementary grades can then turn his or her attention to cognitive and affective information concerning alcohol, especially beverage alcohol.

DEVELOPMENTAL TRAITS OF 5 - 10 YEAR OLDS

GRADES K - 3

1. By the age of 6, the average child has attained 42% of physical adult size while the brain and central nervous system have attained 90% of their size. Of course growth of the child will continue to occur, but the increments will be much smaller.

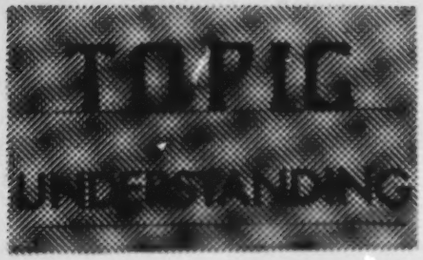
2. The children of this age group are now beginning and will continue to learn skills for ordinary games. Socialization with peer groups in game situations is important as is socialization in the classroom setting.

3. It is at this time that children begin to formulate and develop conscience, a sense or morality, and a scale of values. By the age of 11 or 12, these items are well-engrained into the personality of the child and are likely to remain relatively unchanged.

4. The learning of culturally appropriate psychosexual roles begins to take place in earnest during this time period.

5. The achievement of personal independence begins to take place. The child entering school experiences a suddenly expanded "world" -- from his or her home to the neighborhood, then to the community. No longer is the child content to remain in his or her previous world, namely home and family.

6. The child will begin to evaluate himself/herself in terms of the school standards and the standards of his or her school peers. Self-concept will be modified from the image set previously by his or her parents and siblings. This receptiveness makes the child amenable to "affective" health education, an occasion perhaps never to be duplicated in later years.



GRADES K - 3

HEALTH HABITS

GOOD ATTITUDES AND HABITS DEVELOPED EARLY IN LIFE RELATE TO THE PROPER USE OF CHEMICALS THROUGHOUT ONE'S LIFE.

OBJECTIVES

STUDENTS SHOULD UNDERSTAND THAT HABITS DEVELOPED AT THIS EARLY AGE MAY DICTATE THEIR BEHAVIOR LATER IN LIFE.

LEARNING EXPERIENCES

Discuss the word "habit" as relating to health. Have students role play good and bad health habits (brushing teeth, washing hands, etc.)

Can you form a good habit? Duplicate a sheet of paper entitled "My Good Habit" with a calendar for one week at the bottom. The student could draw the habit she/he chooses to form and take the calendar home, checking it off for a week. Have a follow-up discussion letting each tell how he or she remembered to perform new habits.

Use a flannel board to display body parts and various health tools related to those body parts. While discussing, match health tool to the body part that the tool serves. Scramble these and call other students to match them. Example: Teeth - Toothbrush.

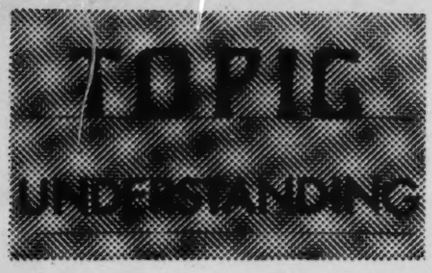
Have students study how habits are formed and investigate some ways that habits may be broken.

GRADES K - 3

THE BODY AND GOOD HEALTH CARE

GOOD HEALTH CARE EARLY IN LIFE WILL PAY DIVIDENDS LATER IN LIFE.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS WILL UNDERSTAND THAT GOOD HEALTH CARE DEPENDS ON THEIR KNOWING WHAT PRIVATE AND PUBLIC AGENCIES EXIST TO HELP THEM WITH HEALTH PROBLEMS.	Let each student dress as a doctor, dentist, pharmacist, public health worker, or nurse. Have a sharing time where each child can tell his/her classmates one or two things he does in his/her profession. Show filmstrip, "Helpful Medicines." This filmstrip can be obtained from: QED Productions Division of Cathedral Films, Inc. 2921 West Alameda Avenue Burbank, California 91505 After viewing the filmstrip, ask questions emphasizing what to do when sick, purpose of doctor's examination, and following prescription correctly. Have students mold from modeling clay persons needed to help maintain good health. Place these in shadow boxes with student-made related backgrounds. Ask each child to explain how her/his person helps others maintain good health. Make a visit to a local health agency. Stress the free or low-cost services such an agency renders. Make an experience chart describing the visit upon returning to the classroom.



GRADES K - 3

THE BODY AND GOOD HEALTH CARE

GOOD HEALTH CARE EARLY IN LIFE WILL PAY DIVIDENDS LATER IN LIFE.

OBJECTIVES

STUDENTS WILL UNDERSTAND THAT MEDICAL TREATMENT AND PROPER GUIDANCE IS NEEDED IN ORDER TO MAINTAIN GOOD HEALTH.

LEARNING EXPERIENCES

View filmstrip, "Algernon the Ambulance." Filmstrip can be obtained from:

Walker School Supply
2218 University Boulevard
Tuscaloosa, Alabama 35401.

Discuss the filmstrip emphasizing the importance of medicine being taken as directed with parental supervision.

Have an outline of a human body on a bulletin board entitled "Inside or Outside?." Using pictures of medicines which are cut from magazines and newspapers, let each student share a picture with the group and place it appropriately on the bulletin board to show how the medicine is taken, internally or externally applied. Stress correct and incorrect information in advertising.

Discuss people who should give a child food or goods. Have a small group of three or four students dramatize one or more of these situations:

A. Accepting food or candy - possible sickness or drugs.
B. Accepting money or rides - possible injury or worry to parents.

TOPIC

GRADES K - 3

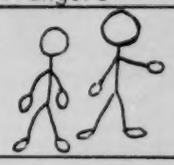
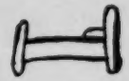
THE BODY AND GOOD HEALTH-CARE

UNDERSTANDING

GOOD HEALTH CARE EARLY IN LIFE WILL PAY DIVIDENDS LATER IN LIFE.

OBJECTIVES	LEARNING EXPERIENCES

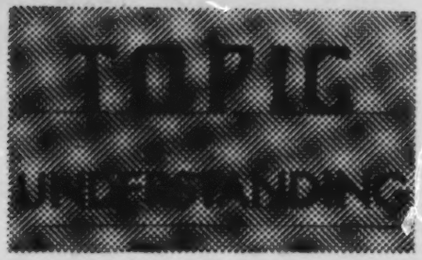
Make a fold-out strip like the one below with captions and figures:*

Meeting strangers	Accepting candy	Getting Sick
		

Make another fold-out strip like the one below with captions only and let the students draw in the figures:

Meeting strangers	Politely refusing goods	Staying healthy and happy

*From: Coronado Unified School District Teacher's Guide for the Coronado Plan, (California: The Coronado Unified School District, 1971, p. 28.)

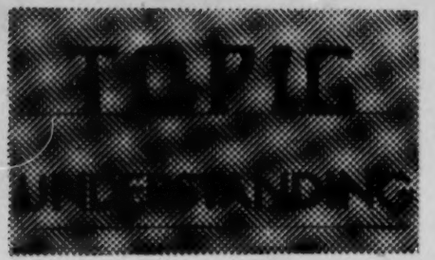


GRADES K - 3

THE BODY AND GOOD HEALTH CARE

GOOD HEALTH CARE EARLY IN LIFE WILL PAY DIVIDENDS LATER IN LIFE.

OBJECTIVES	LEARNING EXPERIENCES
	Show the film entitled, "Red Light, Green Light" that deals with a series of incidents involving young children and a "stranger." The film can be obtained from: Bailey Films 11559 Santa Monica Boulevard Los Angeles, California 90025 Discuss the following situations after viewing the film: Suppose a friend, as opposed to a stranger, tells you to do something. For example: A. "Pet the dog to see if it bites." B. "Taste some of these little red things. I'll bet they taste like cherry candy." C. "Jump into the swimming pool so I can see how deep it is." Prepare a bulletin board entitled, "People in Our World." Have the students bring in one picture from home to be placed under the categories: A. Those to trust B. Those to avoid. Using the same bulletin board, have them come forward one at a time to point out the picture they brought and tell briefly about that person.



GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

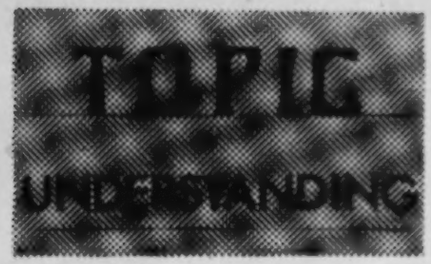
OBJECTIVES	LEARNING EXPERIENCES
STUDENTS WILL UNDERSTAND THAT COMMON HOUSEHOLD SUBSTANCES SHOULD BE USED AS INTENDED OR IF MISUSED CAN CAUSE HARM OR EVEN DEATH.	Have a display table set up in the classroom with the following items: A. Paints, polishes, sprays B. Solvents, gasoline, matches C. Detergents, soaps, lye, drain cleaners D. Disinfectants E. Paste, glue F. Insecticides, fertilizers G. Cosmetics, beauty aids. Talk with the students about them. Demonstrate how each of these household substances can be used. As a follow-up, the teacher could add three or four unmarked containers and ask these questions about them: A. Is it safe to eat or drink this? B. To whom could you go for more information on identifying these substances? Purchase or have students make labels to paste on dangerous products found in the home. Have them take labels home and get parents to help paste these on dangerous or unmarked products. A local pharmacist may be able to assist the class especially during National Poison Control Week.

GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN DESCRIBE HOW CERTAIN HOUSEHOLD AGENTS USED TO MAINTAIN CLEANLINESS CAN BE DANGEROUS IF MISUSED.	Tell a story of a neighbor's dog who became sick after licking up some spilled disinfectant. Follow up the story with a sharing period in which the students will be able to tell of similar things that have happened to their pets. Make a display showing: A. Soaps, detergents B. Disinfectants, cleansers C. Deodorants, tooth paste, mouthwash. Discuss each item with the youngsters, stressing how items can be used to maintain body cleanliness. Also discuss how improper use may be harmful, especially breathing the vapors from aerosol cans. Make an experience chart with the students after demonstrating the following experiment: Use three glasses of water. Put a piece of aluminum foil in each glass. Add one tablespoon of toothpaste to one glass. Leave another glass as is, and add one tablespoon of Drano to the other glass. Have students tell what you have done in correct sequence while you write it down. Relate reaction of the Drano on the aluminum foil to what would happen if a child had swallowed it.
35	36



GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

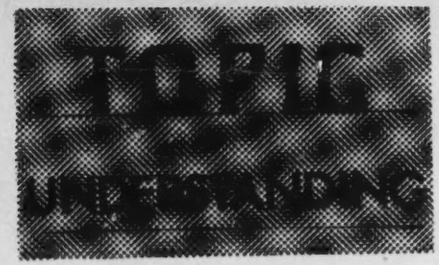
OBJECTIVES	LEARNING EXPERIENCES
	Prepare a ditto sheet on which categories of toxic substances have been printed. Example: 1. Paints, polishes, sprays 2. Solvents, gasoline, matches 3. Detergents, soaps, lye, drain cleaners 4. Disinfectants 5. Paste, glue 6. Insecticides, fertilizers 7. Cosmetics, beauty aids. Lead a discussion in which students place various toxic substances into one or more of these categories: outdoors, indoors, or both. Check the appropriate column(s) to indicate the form(s) in which these substances might be purchased (spray, liquid, solid). Discuss use and misuse of each substance. Have students make collages, murals, posters, or other visuals about one or more of the following: inhalation of volatile chemicals, safe storage of household agents, safe storage of hazardous household and garden substances, reading and following directions on labels of drugs.

GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS SHOULD HAVE A BASIC UNDERSTANDING OF PRESCRIBED MEDICINES AND THEIR PROPER USE.	Dramatic play: Read story to students on why medicine should only be administered to them by adults. Let them act it out with or without props such as toy telephone, bottle and spoon. Title: "When Mary Got Sick." Story: Dick's little sister gets sick and is taken to a doctor who gives her prescription for medication to her mother. Dick and his father take prescription to pharmacist who prepared it and stressed to Dick that it was made only for Mary and no one else should take it. Father also purchases nonprescription medicine from pharmacist who stresses importance of not taking any medicine without parental guidance. Dick promises not to take any medicines unless his parents give them to him. At home, mother reads label, gives to Mary and stores it. Stress that they should never take medicine that is meant for someone else.
STUDENTS SHOULD HAVE A BASIC UNDERSTANDING OF NONPRESCRIPTION MEDICINES AND THEIR PROPER USE.	Make a display table of nonprescription medicine. Have students bring in empty containers. What cautions are printed on the box? Are ingredients identified? Demonstrate the child-proof containers, why they are used.

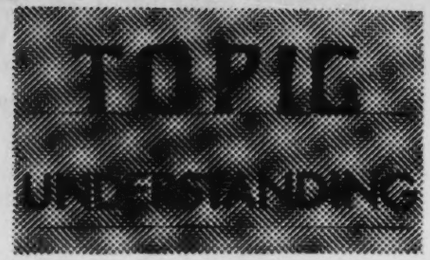


GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN UNDERSTAND THAT THERE ARE VARIOUS MEDICINES THAT HELP PREVENT DISEASE AND SOME THAT HELP FIGHT DISEASE.	Prepare ditto prescription blanks on which the students can fill in what a doctor writes on a prescription. Use this example to discuss the parts of a prescription, what a prescription tells the druggist, and that it can be in Latin or English. Stress the skill of writing in this activity. (For a sample of a prescription consult the teacher's handbook.) "The Talking Bottle" - Have students design and wear costumes of medicine containers. Each student should tell about the contents, when to use, dosage, overdose information, etc. Conduct a spelling bee on names of non-prescribed medicines. Have a county health nurse visit and explain to the students the reason for booster shots. Prepare a bulletin board on "Feelings of Sickness." Let the students draw self-portraits of how they looked and felt when they contracted a childhood disease. List preventive measures.

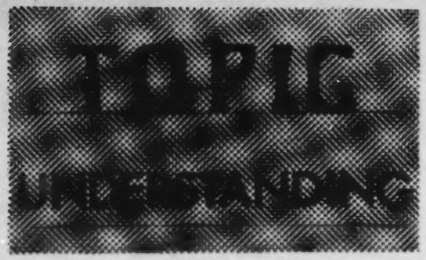


GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
	Have students list what communicable diseases they have had. How did they look (mumps, measles, chicken pox, etc.)? Did brothers and sisters have the disease at the same time? Why don't most adults get these diseases? Have a pharmacist come in and discuss medicines used to prevent disease and medicines used to fight disease. Have students bring in other sources of vitamins and minerals for "juice time" besides the vitamin pill. Bring in ads for vitamins. Point out dangers from taking too many. Have children tell where vitamins are kept in the house. Are they out of the reach of younger children? Read and discuss with the class the history of Salk polio vaccine. Stress sequence: A. Sickness B. Research C. Testing D. Manufacturing E. Prescribing.

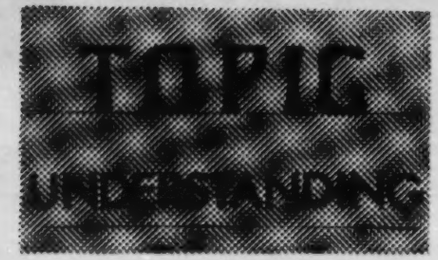


GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN DEMONSTRATE THEIR UNDERSTANDING OF MEDICINES BY BEING ABLE TO DISCUSS THEIR PROPER AND IMPROPER USE.	Ask a representative from your county health department to visit class and talk with students about their smallpox, chicken pox, and measles vaccines. Have this person stress where vaccines come from and why we need them. Have the children start their own health file. Include the diseases they have had; when; what vaccines, boosters; when and what medicines and foods they are allergic to. Tell the students a story about "Jesse Germ" and his "Gruesome Gang" made up of "Toothless Tetanus," "Slim Smallpox," and "Nosey Pneumonia." Tell how this bad gang of bandits sneaks into the body towns such as Lungsville, Holey-Foot, and Scar Skin City and malliciously attacks the unwary city. Then tell them how "Sheriff Daniel Diseaseless" and his fearless posse made up of "Pete Cillan," "Vic Sanitation" and "The Lone Shot" chase this terrible gang through the bodytowns until they finally catch and arrest them. For future reference, tape this as you tell it.



GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
	After listening to the story, have students draw cartoons with captions depicting the story. Place cartoons on bulletin board for all to see. Label this "Jesse Germ Meets Daniel Diseaseless." Define infectious and non-infectious. Let students make a report on non-infectious diseases, highlighting cause and treatment. Discuss how someone ill feels and have children write a get well letter to someone they know who is sick. Have the students bring in labels or empty containers of medicines which may be abused. Place name of each category (pain relievers, etc.) on a bulletin board entitled "Misused Medicines." Let them place their label or container in the appropriate category and tell how medicines can be used to treat an illness. Collect newspaper articles for a class scrapbook on the misuse of caffeine, tobacco, and alcohol. Place this in the reading corner for students to go back and review later. This could be entitled "Drugs of Abuse."

GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN DISCUSS REASONS WHY PEOPLE USE AND MISUSE CHEMICALS.	Visit a farm and ask a farmer to tell students about various drugs he uses on the farm and how they are helpful to him. Have students ask their parents the cost of a recently acquired prescription and for what it was used. Record these findings on a chart. Stress expense involved in using drugs. Ask a farm agent to visit the classroom and talk with students about misuse of drugs as related to agriculture and problems that arise from misuse, such as pollution, killing of animals, etc. Divide the class into three groups. Group I: Do research on misuse of tobacco and how it may harm the body. Group II: Do research on misuse of alcohol and how it may harm the body. Group III: Do research on misuse of other drugs used as medicine and how they may harm the body. Have groups give group reports when they have found adequate information. Encourage students to make posters or other aids to help in the discussion.

GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN DISCUSS THE BENEFICIAL EFFECTS OF DRUGS ON THE FAMILY.	Make a series of math word problems related to the expense involved in misusing drugs such as "John drinks three cans of beer a day, costing $.25 a can. How much money does John spend on beer a day? A week?" The problem can be completed individually and discussed as a group. Students can do the same for cigarettes. Invite a medical intern, pharmacist or nurse to discuss beneficial effects of medicines on the family. After the discussion, the teacher can make worksheets on which students will match each medicine with its beneficial effect. Help students make sandwich posters about the beneficial effects of medicines. Let them wear the sandwich posters and parade to other classes to share what they have learned.

GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

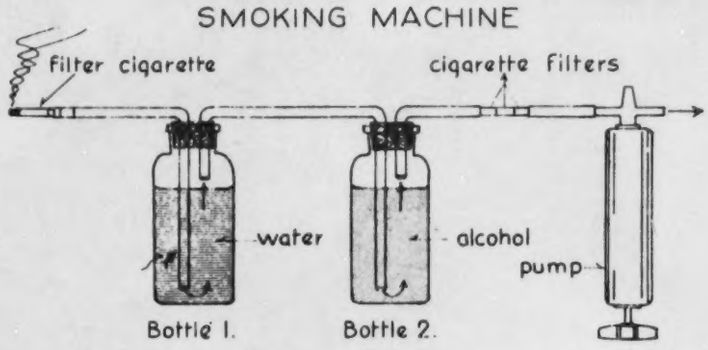
GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
	Prepare a questionnaire for the students to take home. Have parents help them check off the various vaccines and immunizations they have had. Record this information on a large wall chart. Take a field trip to the county health department. Those who need certain vaccines and immunizations might take them at this time.
STUDENTS CAN DISCUSS THE DETRIMENTAL EFFECTS OF DRUGS ON THE FAMILY.	Use of cigarette smoking device to demonstrate influence a cigarette may have on lungs. Pass the filter around so that each student can observe the residue left by the smoke. See next page for directions on how to make a mechanical smoking device. Have students role play various family situations. Examples: A. Father who drinks six cans of beer per day. B. A sister who finds her brother drinking liquor at a party C. Mother who smokes 2 packages of cigarettes a day D. Child who drinks 2 cups of coffee at each meal. Have the students exchange roles and compare the differences in the way they felt in the various roles.

THE SMOKING MACHINE

This device can be easily constructed by a small group of students, providing they have had previous experience with glass bending and they know the proper manner of inserting glass tubing in rubber stoppers. Inexperienced students, with teacher supervision, would have little difficulty with this project.

The smoking machine operates by pumping air from the area above the surface of the alcohol. The decreased air pressure created causes air to enter through the only inlet available, the lighted filter cigarette on the left.



The result is that the cigarette smoke is drawn through the two bottles and eventually through the pump.

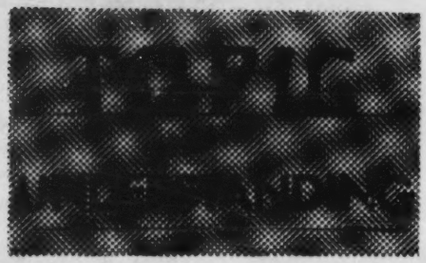
Effects to be noted:

1. Enough contaminants from the tobacco have entered bottle #1 to markedly discolor the water.
2. The alcohol in bottle #2 will become discolored as a result of the tars and other contaminants that have passed through the cigarette filter.
3. The cigarette filters placed in the tubing between bottle #2 and the pump become discolored from contaminants which have managed to pass through (a) the cigarette filter, (b) the water in bottle #1, (c) the alcohol in bottle #2.
4. Close examination of the hand pump will reveal the presence of tars and other contaminants.

Conclusions:

Cigarette filters are not effective in filtering tars and other contaminants in tobacco smoke.

This demonstration may be modified in many ways. Students may be interested in using different brands of cigarettes and various types of filters.

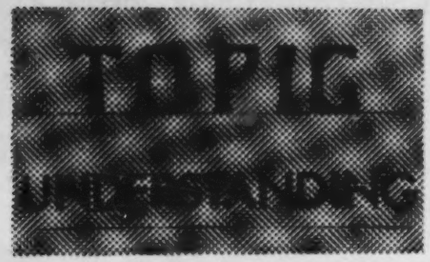


GRADES K - 3

USE OF VARIOUS CHEMICALS AND BODY CARE

GOOD HEALTH DEPENDS ON PEOPLE UNDERSTANDING AND MAKING GOOD CHOICES AND PROPER USE OF CHEMICALS.

OBJECTIVES	LEARNING EXPERIENCES
	Invite someone from Alcoholics Anonymous, Welfare Department or a local minister to discuss harmful effects of Alcoholism on the individual and the family unit. Have students create pictures from various modes of art depicting tea, coffee, cokes, alcohol and unnecessary medications. Place these in a center with a tape you have created on the effects of abuse. Better readers can be used to record short paragraphs on tape concerning these substances.



GRADES K - 3

FOODS AND THEIR NUTRITIONAL VALUE

WHILE THERE ARE MANY FOODS AND BEVERAGES NECESSARY FOR GROWING AND STAYING HEALTHY, SOME FOODS ARE NOT NECESSARY FOR GROWING AND STAYING HEALTHY.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN LIST THOSE FOODS AND BEVERAGES WHICH ARE NUTRITIONAL AND NECESSARY FOR GROWTH AND GOOD HEALTH.	Help the students plan a picnic lunch containing the four basic food groups: A. Milk and milk products B. Breads and cereals C. Meats D. Vegetables and fruits. Stress the importance of eating foods from these groups to maintain good health and growth. Ask school lunchroom supervisor to talk with the students about how meals are planned according to the four basic food groups. Let them plan balanced meals to be prepared and served by the cafeteria personnel at a future date. Have children identify, from a variety of empty cartons and containers, beverages which promote growth and development. After lunch one day, have students list everything they ate and discuss this with them in terms of the four basic food groups.

FOODS AND THEIR NUTRITIONAL VALUE

WHILE THERE ARE MANY FOODS AND BEVERAGES NECESSARY FOR GROWING AND STAYING HEALTHY, SOME FOODS ARE NOT NECESSARY FOR GROWING AND STAYING HEALTHY.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN LIST THOSE FOODS AND BEVERAGES WHICH ARE NOT NECESSARY FOR GROWTH AND DO NOT CONTRIBUTE TO GOOD HEALTH.	Make a life-size figure named "Healthy Sam." Place the stuffed shirt and jeans figure in a corner of the room. The teacher could walk up to the figure and pretend she is listening to him. Then she turns to the class and says, "Guess what Healthy Sam just said to me . . ?" "Students need to drink three glasses of milk each day." Then call on the students to go up to the figure and tell the class what Sam told them. Place a celery stalk in a glass of water. Add one drop of dye to a sugar cube and put it into the water. Note at first that nothing happens because the cube must melt to be absorbed into the stalk. Relate this to the human body. Make an experience chart. Have a bulletin board on foods and beverages not necessary for growing and staying healthy. Discuss why and when these might be eaten. Example: Birthdays. Have students draw well-balanced snacks and hang these on bulletin board. Possible caption: "It's Time for a Change."

TOPIC OUTLINE

FOR

GRADES K - 3

THE FOLLOWING TOPICAL OUTLINE IS INTENDED FOR THE NOVICE TEACHER IN THE AREA OF ALCOHOL EDUCATION WHO WISHES TO HAVE THE EXTRA HELP OF A FINER BREAKDOWN OF THE VARIOUS AREAS OF THE PREVIOUS OBJECTIVES. IT IS A MORE DETAILED AND SPECIFIC TREATMENT OF THE WHOLE TOPIC OF ALCOHOL EDUCATION AND NOT INTENDED TO PARALLEL EXACTLY THE BEHAVIORAL OBJECTIVES APPROACH.

TOPIC ONE: HEALTH HABITS AND THE SAFE USE OF CHEMICALS

A. Habits and their influence on health
   1. Ways habits are formed
   2. Ways habits influence health

TOPIC TWO: THE BODY AND GOOD HEALTH CARE

A. Persons needed to help maintain good health
   1. Family doctors, dentists, and pharmacists
   2. Public Health agencies
   3. Dependable people
      a. Parents, guardians
      b. Principals, teachers, etc.
B. Medical treatment and guidance needed to maintain good health
   1. Proper use of medicines
   2. Hospitalization
C. Possible sources of misinformation about medicines
   1. Television, radio
   2. Magazines, newspapers
   3. Friends, neighbors
   4. Strangers
      a. Those to trust
      b. Those to avoid
D. People to depend on for correct information about medicines
   1. Parents
   2. Doctors
   3. Nurses
   4. Teachers
   5. Pharmacists

TOPIC THREE: USE OF VARIOUS CHEMICALS AND BODY CARE

A. Toxic substances
   1. Common household substances and their proper use.
      a. Paints, polishes, sprays
      b. Solvents, gasoline, matches
      c. Detergents, soaps, lye, drain cleaners
      d. Disinfectants
      e. Paste, glue
      f. Insecticides, fertilizers
      g. Cosmetics, beauty aids
   2. Misuse of the above common household substances
B. Body cleanliness
   1. Household agents used to maintain cleanliness
      a. Soaps, detergents
      b. Disinfectants, cleansers
      c. Deodorants, tooth paste, mouthwash
   2. Dangers in use of the above household agents
C. Prescribed medicines and their proper use
   1. Meaning of a doctor's prescription
   2. Safety in using prescribed medicines
      a. Disposing of unused medicines
      b. Administering medicines under proper supervision

D. Nonprescribed medicines and their proper use
  1. Identification of nonprescribed medicines
    a. Laxatives
    b. Digestive aids
    c. Pain relievers
    d. Cold remedies
    e. Sleeping pills
  2. Safety in using nonprescribed medicines
    a. Disposing of unused nonprescription medicines
    b. Directions and guidance in taking nonprescription medicines
      (1) Parental guidance
      (2) Written instructions

E. Medicines and body care
  1. Medicines used in preventive care
    a. Vaccines
    b. Vitamins and minerals
    c. Drugs which pace bodily functions
  2. Medicines used in maintenance care
    a. Antibiotics
    b. Analgesics
    c. Antihistamines
  3. Medicines of animal origin
    a. Smallpox vaccine
    b. Salk vaccine
    c. Chicken pox vaccine
    d. Measles vaccine
  4. Drugs and medicines of plant origin
    a. Caffeine
    b. Tobacco
    c. Alcohol
    d. Marijuana
    e. Penicillin (mold)

F. Proper use of medicines
  1. Illnesses caused by germs and their treatment with medicines
    a. Pneumonia
    b. Tetanus
    c. Smallpox

  2. Noninfectious illnesses and their treatment with medicines
    a. Cancer
    b. Allergies
    c. Heart disease
    d. Insomnia
    e. Obesity

G. Improper use of drugs and medicines
  1. Medicines used to treat illnesses and their misuse
    a. Pain relievers
    b. Tranquilizers
    c. Sedatives
  2. Miscellaneous drugs and their misuse
    a. Caffeine
    b. Tobacco
    c. Alcohol

H. Reasons for using chemicals in the United States
  1. Purposes for manufacture of certain chemicals
    a. Medical
    b. Agricultural
    c. Economic
  2. Problems caused by use of certain chemicals
    a. Medical
    b. Environmental
    c. Economic

I. Beneficial effects of chemicals on the family
  1. Drugs and medicines properly used to help the family prevent illness
    a. Vitamins
    b. Vaccines
    c. Regulatory drugs (those to prevent allergies, seizures)
  2. Drugs and medicines properly used to help the family overcome illness
    a. Antibiotics
    b. Analgesics
    c. Antihistamines

3. The improper use of certain drugs and medicines and their effects on the family unit, economically, socially, emotionally, and morally
   a. Caffeine-containing substances
   b. Alcoholic drinks
   c. Tobacco
   d. Unnecessary medications

TOPIC FOUR: FOODS AND BEVERAGES AND THEIR NUTRITIONAL VALUE

A. Foods and beverages necessary for good growth and good health
   1. Milk and milk products
   2. Breads and cereals
   3. Meats
   4. Vegetables and fruits
B. Foods and beverages not necessary for good growth and good health
   1. Tea, coffee, cola, beer
   2. Chocolates and other candies
C. Nutritive foods and their proper use
   1. Proper selection of foods
   2. Proper eating habits and foods
   3. The absorption process

ALCOHOL EDUCATION

INTERMEDIATE YEARS

GRADES 4 THROUGH 6

70

ALCOHOL EDUCATION AT THE INTERMEDIATE LEVEL

GRADES 4 THROUGH 6

Beginning at the 4th grade level, the students will begin to explore alcohol and alcohol use in detail. The students will begin to recognize specific alcohols and their different forms. They will become aware that different individuals react to the same alcohol in different ways and study reasons for alcohol misuse -- especially reasons young people misuse alcohol. This will also be the level at which values and goals are discussed along with their relationships to alcohol misuse.

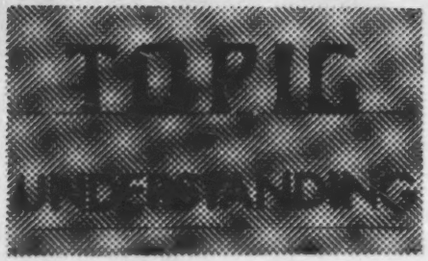
The intermediate grade youngster has more basic skills with which he can work. Therefore, alcohol education experiences can be placed in units more easily. Although concommitant experiences may continue to be the most desirable way for a school district to implement alcohol education, the increase in the intermediate child's ability to handle cognition may increase the desirability for developing units in alcohol education.

DEVELOPMENTAL TRAITS OF 10 - 12 YEAR OLDS

GRADES 4 - 6

By the time a student reaches the 4th grade, he or she is most likely to:

1. Show an increasing concern for group recognition and approbation.
2. Reject standards of home in favor of those of peer group or a clique.
3. Become a member of some secret society or social club.
4. Fluctuate between a need for independence and for dependence.
5. Be inconsistent and variable in regard for parents.
6. Be torn between loyalty to home and allegiance to peers.
7. Take good health for granted and become concerned only on those occasions when an illness threatens to interfere with activities.
8. Lack maturity of judgment.
9. Greatly increase interest in facts of all kinds and show a desire to extend intellectual as well as physical horizons.
10. Be critical of explanations of scientific phenomena, often demand evidence, and be alert to the claims of propaganda.

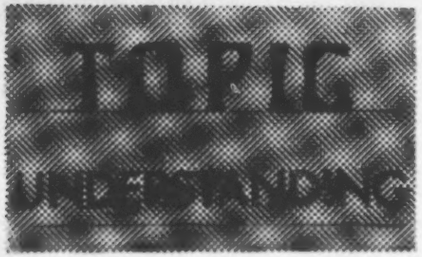


GRADES 4 - 6

THE NATURE OF ALCOHOL

ALCOHOLS ARE A CHEMICAL CLASS OF ORGANIC COMPOUNDS DERIVED FROM NATURAL SOURCES.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN DEFINE THE TERM "ALCOHOL."	Students tell the teacher and the class what they think alcohol is. They can then look up the definition in as many sources as possible. Students can then come up with a class definition of the term "alcohol."
STUDENTS CAN LIST EXAMPLES OF ALCOHOL AND BEVERAGE ALCOHOL.	Students can draw pictures of the alcohol containers they have at home and then explain their contents to the class. Students develop detailed notebooks on alcohol, identifying kinds, uses, abuses through news articles, pictures, and magazine articles. Have a group of students find information about the different kinds of alcohol and their related uses. Have them report their findings to the class.
STUDENTS CAN DISCUSS SOME OF THE USES OF INDUSTRIAL-COMMERCIAL ALCOHOL.	Have pupils look at home for products which contain alcohol such as hair tonics and perfumes.



GRADES 4 - 6

THE NATURE OF ALCOHOL

ALCOHOLS ARE A CHEMICAL CLASS OF ORGANIC COMPOUNDS DERIVED FROM NATURAL SOURCES.

OBJECTIVES	LEARNING EXPERIENCES
	Invite the local high school chemistry teacher to demonstrate to the class uses of industrial alcohol. Have students write to industries in their localities, and ask what alcohol is used in their manufacturing.
STUDENTS CAN DESCRIBE METHODS OF MANUFACTURING BEVERAGE ALCOHOL.	Have half of the class write to breweries and distilleries for information concerning how they manufacture their alcohol beverages and the other half do some research in the library about how alcoholic beverages are manufactured. From their findings, have pupils make a bulletin display. If there is a manufacturer of beverage alcohol in the community, invite a representative to speak to the class or have the class visit the brewery, winery,or distillery. Write on the chalkboard the three main ways alcoholic beverages are manufactured. Have pupils name various alcoholic beverages they have seen advertised in the media. Discuss which would fall under each of the three headings.

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GRADES 4 - 6

THE NATURE OF ALCOHOL

ALCOHOLS ARE A CHEMICAL CLASS OF ORGANIC COMPOUNDS DERIVED FROM NATURAL SOURCES.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN COMPARE THE NUTRITIVE VALUE OF ALCOHOL WITH THAT OF FOOD.	Have pupils discuss with the nurse-teacher or nutritionist what nutrients are needed for growth and development. Next, have pupils select some common foods that they eat. Have them read the labels of these foods to find out their nutritional values. Then select another group of students to find out the nutritional values of wines, beers, and distilled beverages. With a chart compare the nutritive values of the selected foods with alcoholic beverages. Have students research what is meant by the concept of "empty" or "false" calories for the nutritive value of alcohol.

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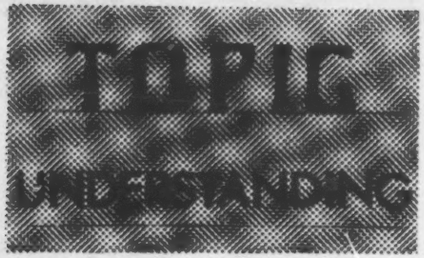
GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN IDENTIFY AND SUGGEST REASONS FOR DIFFERENT KINDS OF BEHAVIOR.	Students examine pictures and read or listen to stories in which people exhibit a variety of behavioral patterns in attempting to satisfy: A. Physical needs - food, shelter, clothing B. Psychological needs - security, adventure, importance. Students discuss what the people did, and why they behaved in that way. Students complete the statement, "People behave as they do because. . .." Discuss the statements. Problem solving situations - Ask students the following: A. What would you do if you had nothing in your house to eat? B. What would you do if your house burned down and you had no clothes to wear? C. What causes you to make a friend with a new person? D. Why do you dislike being left out of a group of friends?



GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN LIST EXAMPLES OF SEVERAL NEEDS THAT CAN BE SATISFIED BY ONE BEHAVIOR.	Students examine the different lists they have made, cluster reasons for behaviors which appear repeatedly, and develop a list of basic needs. Given a story or picture not used in the instruction, the student lists some reasons for the behavior illustrated.
STUDENTS CAN GIVE EXAMPLES OF ALTERNATE BEHAVIORS THAT ARE DIRECTED TOWARD SATISFYING A NEED.	Given an unfinished story that clearly defines a goal to be met or a need to be satisfied, students list all the possible ways that the subject could behave. Students recall examples of behaviors, illustrated by picture or story subjects, that were directed at satisfying a basic need. Students cite examples of things they have done to satisfy this need. Students act out or draw pictures of ways to make friends, gain recognition, help someone, etc.

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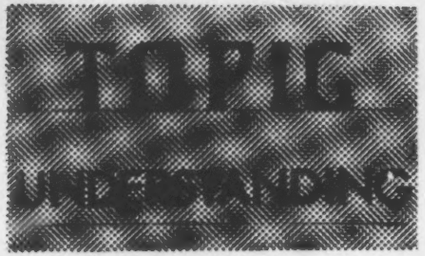

GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN SUGGEST WAYS IN WHICH PEOPLE SATISFY BASIC NEEDS BY EATING.	Students draw pictures of their favorite ways of eating - what foods they would have, who would eat with them, where and how they would eat. Students examine and discuss pictures of people from various cultures and their eating habits. Students suggest the needs satisfied when you: A. Prepare food yourself and eat alone. B. Prepare food and eat with others. C. Eat what someone else has prepared, but eat alone. D. Eat what someone else has prepared with other people. E. Eat in family groups. F. Eat with friends. G. Eat with a class member that you do not know. Students tell which ways of the above list would make them feel most helpful, most important, most lonely, etc.

GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN DESCRIBE WAYS OF USING, MISUSING, AND ABUSING PLAYGROUND OR CLASSROOM EQUIPMENT AND CAN RELATE THESE BEHAVIORS TO THE USE, MISUSE, AND ABUSE OF OTHER OBJECTS OR SUBSTANCES.	Students go on a field trip to a hotel, retirement home, and trailer house. A. How did these people eat? B. How did they prepare their food? C. How do the cooking facilities differ? Students list as many uses for a jump rope (or other items) as they can. Students discuss definitions of "use," "misuse," and "abuse"; then match the terms with their suggested uses for the item. Students illustrate safe and unsafe ways to play with the playground equipment. Students relate how they might use or abuse other objects or substances. Students relate the terms use and abuse to wise and unwise health habits, such as: sleeping, cleanliness, and exercise.

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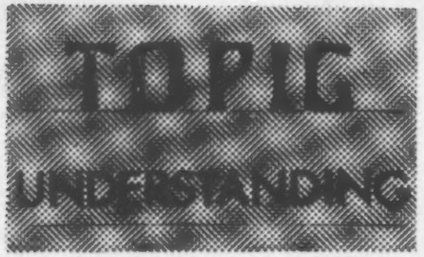


GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

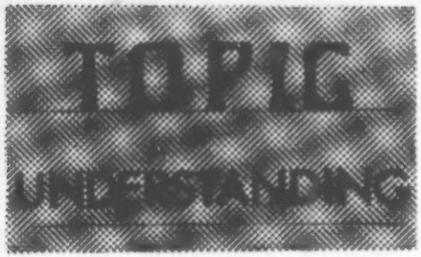
OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN LIST REASONS WHY PEOPLE USE ALCOHOL.	Have students discuss and compare family, ethnic, religious, ceremonial and social customs about drinking. Students give examples of beneficial uses of alcohol. Select pupils to construct a chart about why persons might drink beverage alcohol. Make certain that such reasons as social enhancement, escapism, and peer pressure are included. Explain how some young people and adults attempt to confront their problems through the use of beverage alcohol rather than through problem-solving techniques discussed by the class. Have pupils discuss reasons one might have for deciding to drink or not to drink alcoholic beverages. Next have pupils role playing situations in which a group of people are trying to convince another person to do something he doesn't want to do.

GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

OBJECTIVES	LEARNING EXPERIENCES
	Ask pupils things they would like to be able to do but are not able or allowed to do. List some of these things on the board. Have pupils conclude that many of their desires are limited to adults, and that they want to join in these activities because they see adults involved. The fact that their possible desire to drink alcoholic beverages may be for the same reason should be established.
STUDENTS SHOULD HAVE AN UNDERSTANDING OF THE IMPACT THAT ADVERTISING HAS ON THE USE OF ALCOHOL.	Ask the children to be critical of advertisements. With the emphasis on beverage alcohol, have the children determine the variety of appeals that are present in the advertisements which have little or nothing to do with the product being advertised. Determine if the children feel that they should be overly influenced by beverage alcohol advertisements. Determine what other factors must be considered if beverage alcohol is to be consumed. These "other factors" do not appear in the advertisements.



GRADES 4 - 6

USE OF ALCOHOL

MANY FACTORS INFLUENCE THE USE OF ALCOHOLIC BEVERAGES.

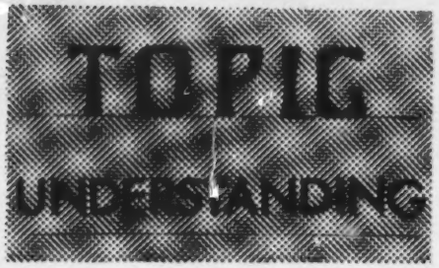
OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN LIST WAYS IN WHICH PEOPLE USE ALCOHOL AND BEVERAGE ALCOHOL.	The teacher should give examples and discuss with the pupils various advertising techniques such as the bandwagon approach, glittering generalities, and endorsements. Next, have pupils bring advertisements to school that they have found in newspapers and magazines. Have pupils analyze techniques each advertisement is using. Students should list the different alcohol products around the home. After noting similarities, students can cluster the ways alcohol is used. Students suggest reasons for their manner of clustering. Students give examples of ways alcohol and alcohol products are used, such as: swallowed, rubbed on, inhaled, etc. Visits to the doctor, dentist, and the occasions when a parent administered alcohol will be meaningful to them. Have a group of students report on the medical uses of alcohol today: A. Vehicle in cough medicines B. To reduce fever C. Antiseptic D. To cleanse skin.

GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN SUGGEST SOME PROBABLE EFFECTS OF ALTERNATIVE BEHAVIORS IN A VARIETY OF SITUATIONS.	Students dramatize or create puppet plays in which alternate behaviors and their effects are shown. Students write stories in which a character chooses a behavior after considering the probable effects of alternative behaviors. Students prepare a list of classroom rules and consider the possible effects of the rules on the school and on the students. Students plan a party and discuss the possible effects of different activities before completing plans. Students illustrate behaviors which make the lunchroom, classroom, or playground an enjoyable place to be and indicate what the effects of alternative behaviors might be. Students can discuss ways and activities that can effectively change mood and behavior, such as engaging oneself in music, sports, hobbies and clubs. Have students compare these methods with less desirable methods such as excessive drinking of alcohol, smoking cigarettes, using drugs.



GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES

STUDENTS CAN SUMMARIZE THE POSITIVE AND NEGATIVE EFFECTS OF ALCOHOL ON THE USER.

LEARNING EXPERIENCES

Students describe some positive and negative effects alcohol could have on the human body.

Students illustrate examples of ways people differ and speculate on the reasons people react differently to alcohol.

Make up clear solutions of
- A. Baking soda
- B. Vinegar in water
- C. Plain water.

Have students predict what will happen when various solutions are mixed. (Of course, when vinegar and baking soda are mixed CO_2 gas will bubble off.) Discuss the reasons why the results were difficult to predict.

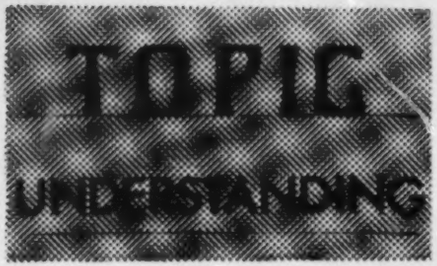
Have pupils ask the school nurse-teacher or school physician how alcohol affects the brain and the central nervous system. Select pupils to draw diagrams of the main parts of the brain and central nervous system, and explain to the class the functions of the parts of the brain and the central nervous system.

GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES	LEARNING EXPERIENCES
	Have pupils give examples of behaviors that can result from the drinking of alcohol. Correlate these behaviors with why a person might drink beverage alcohol. Divide the class into groups. Have each group make a list of social situations such as attending a baseball game, attending a concert, going to church, etc. Next, have the groups explain the expected behavior in each situation. Ask the class how people might behave in a social situation where beverage alcohol is consumed. Have pupils conclude that some people behave and react differently in different situations because they know that there is an expected behavior for different situations. Have the class conclude that the drinking of alcohol alone does not necessarily determine the behavior of people. Make a list on the board that could include such symptoms as fever, chills, muscle cramps, and stomach pains. Ask the class if these are illnesses. Explain that these are symptoms of an illness rather than an illness itself. This would be followed by mentioning the person who has a problem of drinking alcohol. Have pupils conclude that this, too, is a symptom of a far greater problem than the drinking itself.



GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

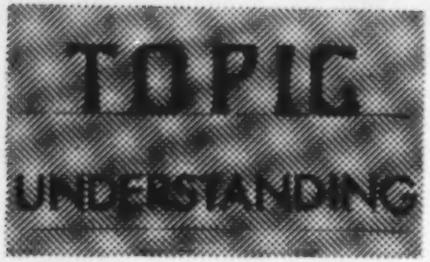
OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN UNDERSTAND THAT ALCOHOLISM IS A DISEASE.	Ask the school nurse-teacher or school physician to discuss with the class why alconolism is a disease.
STUDENTS CAN EXPLAIN HOW ALCOHOL IS METABOLIZED IN, AND ELIMINATED FROM, THE BODY.	Have pupils diagram the digestive tract of the human body. Next, have them find out how alcohol affects the digestive tract. Have pupils report their findings to the class.
STUDENTS CAN RELATE CONSUMPTION, ABSORPTION, AND ELIMINATION RATES TO PHYSIOLOGICAL FUNCTIONS.	Select pupils to construct a report on the composition of the brain. Select another group to construct a report on the function of the liver and its ability to oxidize alcohol. Select a third group to find and report on the attraction of alcohol to water in the body.
STUDENTS CAN DISCUSS THE IMPACT OF ALCOHOL ON ORGANIC FUNCTION AS BLOOD-ALCOHOL LEVELS INCREASE.	Have the class discover that because of the slow rate of oxidation of alcohol by the liver, alcohol remains in the blood stream for a long period of time. They should also know that because the brain contains much water and because alcohol is attracted to water in the body, alcohol greatly affects the operation of the brain.

GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES	LEARNING EXPERIENCES
	Have the school physician discuss with pupils how the increase in alcohol in the blood stream affects the various organs of the body.
STUDENTS CAN DISCUSS CIRRHOSIS OF THE LIVER AND ALCOHOLISM.	Ask the nurse-teacher to assist in finding pictures of a healthy liver and a liver that has cirrhosis. Have the nurse-teacher explain to the class that cirrhosis develops when liver cells are destroyed and are replaced by scar tissue.
STUDENTS CAN UNDERSTAND HOW MOOD AND BEHAVIORAL CHANGES ARE ASSOCIATED WITH INCREASED BLOOD-ALCOHOL LEVELS.	Have students research the effects of alcohol on the brain and the central nervous system. See if students can predict what changes will occur to a person's judgment, physical coordination, and reflexes when the blood-alcohol level increases in the body. Have students make a pictorial graph showing the relationship between blood-alcohol levels and behavioral changes.



GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES

STUDENTS CAN DESCRIBE HOW THE USE OF ALCOHOL BY ONE PERSON MAY AFFECT OTHERS.

LEARNING EXPERIENCES

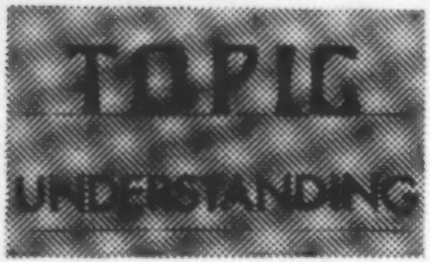
Students describe how the use of alcohol by a person might affect her/his family and classmates.

Students suggest ways in which the world would be different if no one used alcohol or if everyone drank in excess.

Discuss with the children how feelings we have about ourselves, even if they are temporary, will influence our behavior, especially as they relate to those around us. Include in the discussion how alcohol may intensify negative feelings, and make it even more difficult to resolve feelings which are interfering with our ability to get along with others.

Have the children list people and objects which they value most. When a large list is developed, ask them to determine what the three most important items are on that list. Discuss reasons why the children value their selections so much.

Lead a discussion with the children about what effect the consumption of alcohol might have on the people which might appear on the list previously discussed.

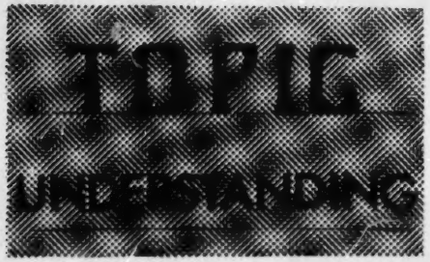


GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES	LEARNING EXPERIENCES
	Discuss how one family members' abuse of alcohol can negatively affect a whole family. Invite a representative of Alcoholics Anonymous to speak to the class about how alcohol has affected her/his family and families of her/his colleagues. Have the class list ways alcohol can affect the relationship of someone with her/his friends, family and co-workers. Have students role play what one would do as an employer dealing with an employee who drinks on the job.
STUDENTS CAN EXPLAIN THE INVOLVEMENT OF ALCOHOL WITH VEHICULAR INJURIES AND DEATH.	Have pupils bring to class articles and pictures found in the newspapers about vehicular injuries which are related to the consumption of alcohol. Select students to find out how many vehicular accidents and related deaths were related to the consumption of beverage alcohol in the past year.

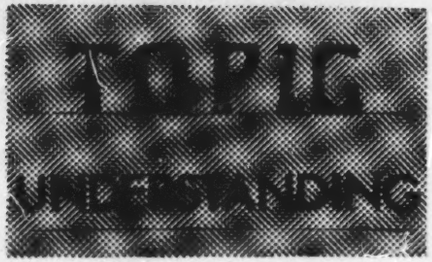


GRADES 4 - 6

EFFECTS OF ALCOHOL

ALCOHOL AFFECTS PEOPLE IN A VARIETY OF WAYS.

OBJECTIVES	LEARNING EXPERIENCES
	Have several pupils interview the local police officials about the relationship between vehicular accidents and the drinking of beverage alcohol in the community. Have students determine the extent to which alcohol is responsible for losses of work days in the community and state. Have pupils write to local and state governments and local industries to find out how many days of work are lost by their employees due to beverage alcohol consumption.

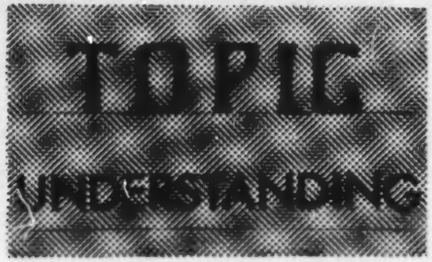


GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN GIVE EXAMPLES OF RESPONSIBILITIES ASSUMED BY CHILDREN AND ADULTS.	Students discuss the meaning of the term "responsibility." Students suggest responsibilities of people in the school by telling what each person does. Students interview various school personnel to gather data. Students discuss why behavior which is appropriate for a very young child is not considered appropriate for them. Students tell why they are not expected to fulfill the responsibilities which are assigned to adults. Students bring baby pictures for a bulletin board entitled "Beautiful Babies." After a week put up a new sign: "But Now We Are Growing Up. Isn't It Wonderful To Learn To Be Responsible and Independent." Underlined words should be explained and discussed.



GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
	Have the children draw pictures of "people that I love." Ask each child to talk about her/his picture and tell who the people are and something about them. As the children talk about their pictures and give some information about whom they love, lead the discussion in a direction which will stimulate thoughts about what kinds of things we do for others to show them they are important to us.
STUDENTS CAN DISCUSS WAYS IN WHICH ACCEPTING RESPONSIBILITY AFFECTS OTHERS.	Students set criteria for determining when responsibility has been assumed. Students apply the criteria to discuss what it is like at school or home when people assume their responsibilities or if people did not assume their responsibilities. Students write, tell, or illustrate what happens when (name a person) assumes his/her responsibilities. They can describe the effects of this behavior on the person and on themselves, and explain how both would feel.

GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES

STUDENTS CAN DISCUSS HOW THEY LEARN FROM EXPERIENCE AND DEAL WITH MISTAKES CONSTRUCTIVELY.

LEARNING EXPERIENCES

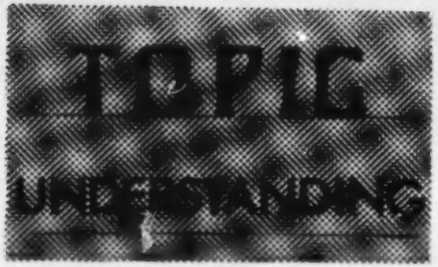
Students write or illustrate something they learned to do and tell how they learned to do it and which type of learning they employed. Ask such questions as:
A. How did you learn to eat with a fork while a boy from Japan learned to use chopsticks?
B. How did you learn to ride a bicycle?
C. How did you learn to spell "cat?"

Students classify things learned by imitation according to:
A. Those that were learned by direct imitation; and
B. Those that were learned by accepting the advice of another as to how something should be done.

Students suggest reasons or situations that might tempt them to take a dare. Students dramatize and practice how to refuse a dare.

Students write about an incident in which they dealt with a mistake constructively.

Students write or tell about things they have learned from other peoples' experiences.

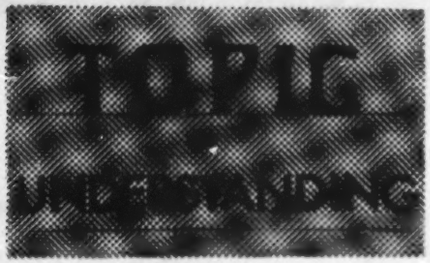


GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN IDENTIFY AND COMPARE THEIR OWN RESPONSIBILITIES FOR THE CONTROL OF NUTRITION AND THOSE RESPONSIBILITIES OF YOUNGER CHILDREN, OLDER CHILDREN, AND ADULTS.	Students describe and dramatize ways they can help plan and prepare meals for themselves or younger children. Students discuss the importance of eating wholesome foods. Students think about and discuss such questions as: A. Why should or should not children drink coffee or tea? B. Why don't people eat just what they like? C. How can food keep you healthy? D. How could it help you when you're grown up to be healthy now? E. What can healthy people do that sick people cannot do?
STUDENTS CAN DIFFERENTIATE BETWEEN THEIR RESPONSIBILITIES AND THE RESPONSIBILITIES OF VARIOUS ADULTS IN CONTROLLING ALCOHOL USE AND ABUSE.	Students make a mural depicting all the responsible people who control alcohol use. As part of an introductory unit of local governmental agencies' responsibilities (i.e., policemen, firemen, hospital personnel, etc.) invite a local policeman into the class to discuss with the children some of the legal controls of beverage alcohol.

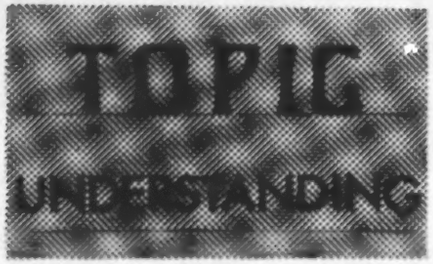


GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
	Ensure that the officer isolates some of the community's specific concerns as they relate to legal controls of beverage alcohol. Invite a local representative from the New York State Liquor Authority to speak to the pupils about the state and community controls of beverage alcohol. Ask the question: Is it the local and state enforcement authorities' responsibility alone to see that legal controls are enforced? Discuss with children that it is our civic responsibility also to report to the proper authorities acts committed by others that are illegal and acts that are endangering the health and safety of the public. Have pupils list positions that people in the family and community hold, such as father, mother, physician, clergyman, etc. Ask pupils to name the various responsibilities that are related to these positions. Next, have pupils discuss how these responsibilities could be affected by drinking alcohol. Have pupils conclude that all people in a community have responsibilities to themselves and to others, and that the drinking of alcohol does not dismiss these responsibilities.

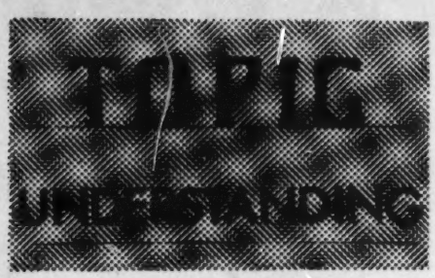


GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN STATE THE RULE THAT CHILDREN SHOULD USE ALCOHOL ONLY UNDER SUPERVISION.	Students role play the following: Some neighbor children are left at home alone. You are playing with them when someone discovers a bottle of alcohol and wants to experiment. Together, you decide the right thing to do. Students relate what they would tell a younger child about the safe way to use alcohol. Role play or develop a skit: A. Ways a 5th grader should behave if offered alcohol by a classmate or older child. B. Different viewpoints of families, religious and other influences about alcoholic beverages. Stress advisability of compliance with the standards of one's own family if in a conflict situation.

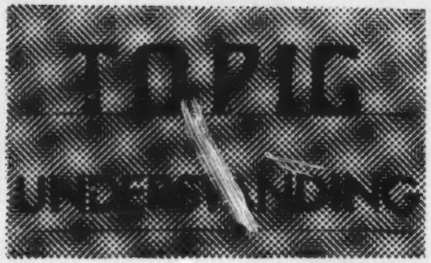


GRADES 4 - 6

CONTROL OF ALCOHOL

THE RESPONSIBILITY FOR CONTROL OF ALCOHOL USE RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
	Discuss in small groups, make class reports, summarize: A. Why do some people hesitate to take a stand on what they know is right? B. How do parents and one's religion influence our decisions? C. How do our friends, and older boys and girls, influence our decisions about serious matters such as experimenting with alcohol? If I make the wrong decision, what may be the consequences to me, my family, my friends? Discuss with the students what is meant by self-respect and how self-respect encourages respect from others: A. Self-respect requires being realistic about one's potential and limitations, and also requires self-confidence. B. Working and playing with others helps one understand her/himself better. C. Evaluate the Golden Rule as a basis for developing a code of personal conduct.

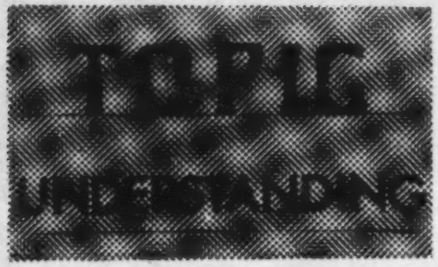


GRADES 4 - 6

TREATMENT OF PEOPLE

THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
STUDENTS CAN IDENTIFY WAYS PEOPLE HELP EACH OTHER DEAL WITH PROBLEMS.	Students plan and participate in action projects such as: A. Helping with instruction of younger children. B. Assisting school personnel by performing meaningful tasks. C. Helping in a community-wide effort to deal with a need or problem. Students prepare a mural depicting individuals and agencies which help people in the community. Students discuss or illustrate ways they have helped other people, how they felt when they helped others, how the other person felt, and ways to offer help to someone in need. Students discuss how they feel when they receive help and how they can show appreciation. Students dramatize ways to ask for help when it is needed.

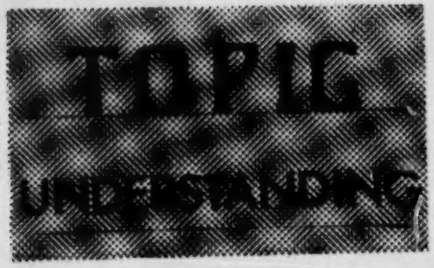


GRADES 4 - 6

TREATMENT OF PEOPLE

THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
	Have students discuss: A. What kinds of problems are faced by families represented in the classroom. Guide the conversation in a direction of simple tasks to be solved rather than complex problems (i.e., separation, divorce, etc.). B. How do we solve some of the problems that we have? How do we get help from other people to help with our problems? (Cite examples.) C. Are there occasions that we know of where alcohol is part of a problem? How do we confront these problems?
STUDENTS CAN SUMMARIZE THE RESPONSIBILITIES OF VARIOUS PERSONS WHO DEAL WITH MEDICAL EMERGENCIES, INCLUDING ALCOHOL MISUSE OR ABUSE.	Students tell what they would do if they felt sick, dizzy, or different after drinking alcohol. Students discuss ways of obtaining help if no responsible adult is present, and demonstrate making an emergency phone call. Students find out what happens at school when someone becomes ill or is injured.



GRADES 4 - 6

TREATMENT OF PEOPLE

THE RESPONSIBILITY FOR THE TREATMENT OF INDIVIDUALS RESTS WITH SOCIETY.

OBJECTIVES	LEARNING EXPERIENCES
	Students tour an ambulance and draw pictures of what the medical emergency technician does. Students tour a hospital emergency room and summarize the highlights of what happens there. Students name the persons responsible for: -Calling the doctor -Calling an ambulance -Notifying the principal -Notifying the teacher -Administering first aid -Driving the ambulance -Moving the injured -Giving medicine, etc. -Notifying the parents. Through a discussion of community services available to us for a variety of reasons (i.e., police department, fire department, hospital, etc.), invite a professional to the classroom to talk about how her/his organization helps people with a variety of problems, including alcohol-related ones. It will probably be more beneficial to invite a person who represents an agency which confronts a variety of community problems rather than just alcohol-related ones.

TOPIC OUTLINE

FOR

GRADES 4 - 6

THE FOLLOWING TOPICAL OUTLINE IS INTENDED FOR THE NOVICE TEACHER IN THE AREA OF ALCOHOL EDUCATION WHO WISHES TO HAVE THE EXTRA HELP OF A FINER BREAKDOWN OF THE VARIOUS AREAS OF THE PREVIOUS OBJECTIVES. IT IS A MORE DETAILED AND SPECIFIC TREATMENT OF THE WHOLE TOPIC OF ALCOHOL EDUCATION AND NOT INTENDED TO PARALLEL EXACTLY THE BEHAVIORAL OBJECTIVES APPROACH.

TOPIC ONE: THE NATURE OF ALCOHOL

A. Define "alcohol"
B. Composition of alcohol
    1. Ethyl (ethanol)
    2. Methyl (methanol)
    3. Propyl (propanol)
    4. Amyl (pentanol)
C. Common ingredients of various alcoholic beverages
    1. Grains
    2. Fruits
    3. Vegetables
    4. Others
D. Methods of production
    1. Fermentation
    2. Brewing
    3. Distillation
E. Uses of ethyl alcohol
    1. Industrial
    2. Medical
    3. Social
F. Alcohol and nutrition
    1. Define food
    2. Define nutrition
    3. Body requirements
        a. Fuel
            (1) Fat
            (2) Carbohydrates
        b. Protein
        c. Vitamins
            (1) Thiamin
            (2) Niacin
            (3) Riboflavin
            (4) Ascorbic acid
        d. Minerals
            (1) Calcium
            (2) Iron
            (3) Iodine
        e. Bulk
            (1) Cellulose
            (2) Fibrin
        f. Water
    4. Alcoholic content of vitamins, etc.
    5. Alcohol and obesity
    6. Alcohol and appetite
    7. Nutritional diseases related to alcohol use
        a. Pellagra
        b. Chronic gastritis
        c. Beriberi

TOPIC TWO: USE OF ALCOHOL

A. Alcohol and Behavior
    1. Classification of human needs
        a. Physical needs
            (1) Food
            (2) Shelter
            (3) Clothing

b. Psychological needs
(1) Security
(2) Adventure
(3) Importance

B. Significance of satisfying human needs
1. Define human needs
2. Human needs of an alcoholic and a non-alcoholic
3. Emotions and alcohol problems
4. Use, misuse or abuse of objects and/or substances to satisfy a need

C. Why people drink
1. Psychological reasons, for
a. Reduction of anxiety
b. Gain acceptance
c. Curiosity
d. Thrill
e. Rebellion
f. Inferiority complex
g. Imitation
h. Escape
i. Something to do
j. Cannot get along without it
2. Physical reasons, for
a. Relaxation (reduces tension)
b. Reduction of physical discomfort
c. Feel effect
d. Liking the taste
e. Relieving fatigue
3. Cultural influences
a. Nationality background
b. Celebrations
c. Religious
d. Economic
e. Family customs
f. Friends' influence
g. Business pressures

h. Social acceptability
(1) Advertising, propaganda, and alcohol
(a) Define advertising
(b) Need for advertising
(c) Types of advertising
(d) Propaganda
(e) Influence of advertising on consumption of alcohol
4. Use of alcohol and beverage alcohol
a. Medical uses of alcohol
b. Beverage uses

TOPIC THREE: EFFECTS OF ALCOHOL

A. Possibility of alternative behaviors to the use of alcohol
1. Being able to say "no" under pressure
2. Establishing a moral tone
3. Having firm convictions
4. Examples of outlets other than alcohol to satisfy needs
a. Music
b. Sports
c. Hobbies
d. Clubs

B. Physiological effects of alcohol on the body
1. The brain and nervous system
2. The circulatory system
3. The digestive system
4. Excretory system
5. The senses
6. Motor activity

C. Alcoholism
1. Definitions
a. Alcoholism
b. Alcoholic
2. Differences between an alcoholic and a drinker

D. Alcohol and the effects on society
   1. Cost of alcohol use and misuse for society
   2. Effects of alcohol abuse on the family
   3. How abuse of alcohol by one person affects others around him
      a. Friends
      b. Co-workers
      c. Relatives
      d. People in areas of community service

E. Drinking and Driving
   1. Seriousness of the problem
   2. Number of deaths
   3. Cost to society
   4. New York State laws concerning drinking and driving

TOPIC FOUR: CONTROL OF ALCOHOL

A. Responsibilities of individuals in our society
   1. Define "responsible" and "responsibility"
   2. Specific responsibilities people have to others
      a. Mother
      b. Father
      c. Teachers
      d. Doctors
      e. Government
      f. Miscellaneous
   3. Accepting responsibility
      a. Assuming responsibility
      b. Designated responsibility

B. Being responsible for your actions
   1. Understanding your role
   2. Different ways to deal with the same situations
      a. Not afraid to admit a mistake
      b. Change course of action
   3. Thinking things through
   4. Acting in a responsible way
   5. Willing to accept consequences of your actions

C. Civic responsibility for the control of alcohol problems
   1. Legal control
      a. State officials
      b. Local officials
   2. Individual responsibility
      a. Father
      b. Mother
      c. Physician
      d. Clergy
      e. Children
      f. Other community members

TOPIC FIVE: TREATMENT OF PEOPLE

A. Helping the alcoholic
   1. Peer approach to alcohol problems
      a. Students helping students
      b. Students helping adults in the community
      c. Adults and students coming together for mutual action
   2. Agencies and treatment organizations
      a. Quarter-way house
      b. Half-way house
      c. Alcoholics Anonymous
      d. Al-Anon
      e. Alateen
      f. Mental Health
      g. Counseling services
   3. State and Federal government